bougez….

jouez….

Apprenez !!!!!

Thank you for joining us today for our workshop on kinesthetic warm-up activities and projects. We bring this workshop to you with 25 years of shared FL classroom experience. It is our intention to familiarize you with a wide variety of kinesthetic warm-up activities to help our students learn the fundamentals of written and spoken communication. We believe that engaging our learners’ mind and body and having fun in the process is crucial for classroom dynamics. This workshop is designed to give you a plethora of ideas and resources. Many of these ideas have been gathered from various texts (including French Fireballs by Wade Peterson), teacher message boards and list serves, and from colleagues. Over the years, we have used and seen success using these games and activities in our classrooms. Please contact us at either [cheniauxv@canandaiguaschools.org](mailto:cheniauxv@canandaiguaschools.org) or [connellh@canandaiguaschools.org](mailto:connellh@canandaiguaschools.org) should you have any questions.

Index:

1. Vocabulary Graffiti

2. Colored-clothing Jumble/Scavenger Hunt

3. Over the line

4. Dice game for verb conjugation

5. Steal my value

6. Musical Chairs-for vocabulary or grammar practice

7. The pool noodle game

8. What time is it?

9. Pass the washcloth/Pass the bag

10. Rock and Roll

11. Mind your manners

12. I’ve got your back

13 Verb Conjugation relay race #1

14. Verb Conjugation Relay Race # 2

15. The Ladder (verb conjugation race #3)

16. Snap and Clap game

17. The buzz box

18. Quick circle vocabulary practice

19. Pass it to me quickly…

20. Sticks and Stones- Speaking Practice activity

21. The fly-swatter game

22. Whisper Chains-for vocabulary practice

23. Touch your nose and tap

24. Bluff

25. Hallway circle games

Other ideas gathered from workshop attendees:

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**1. Vocabulary Graffiti**

**All levels of proficiency**

**Recommended play time: 5 to 10 minutes**

1. Divide the class into 4-6 groups with 4-5 members per group.

2. Teacher will create fun and unique topics that can be used to sort the unit vocabulary. The teacher will then write each of these topics on a large piece of paper. Each piece of paper will be hung around the room.

3. Each group will be given a marker and go to one of the papers around the room. When told to begin, the students will quickly add as many words from their current vocabulary group which could be categorized with the title.

4. After 1 minute, the teacher will signal for the groups to rotate to the next poster.

5. This activity could transition into speaking or writing activities.

Ideas for use:

Food unit, posters could read à l’épicerie, à la boulangerie, à la crèmerie, etc. Students would have to identify which foods are purchased at each store.

School Unit: things to write with, things to write on, people, places, classes, etc.

Organization ideas:

Give the students a number as they walk in the door based upon the total number of groups that you intend to have. When you begin the activity identify where each group number should begin the vocabulary brainstorm.

**Notes:**

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**2. Colored-clothing Jumble/ Scavenger Hunt**

*From French Fireballs by Wade Peterson*

**For beginners or lower level students**

**Recommended play time: the entire period**

This activity can be done once students have learned their colors and clothing items in French. This is an effective activity to get students to work together for a common goal and demonstrate their 21st century skills.

1. Divide the class into teams of three or four students.

2. Ask students to write 10 to 12 colors in a random jumble on one side of the board.

3. On another area of the board, ask the students to write clothing items.

4. Each team now makes a list that pairs each clothing item with a color. Students must write each combo in a grammatically correct phrase (example: AN ORANGE SKIRT. Do not tell students that these lists will be used in a scavenger hunt yet; otherwise they may put together very easy-to-find or very difficult clothing-color combinations.

5. Once all teams have created their lists, have them switch lists with another team; no team may have its own list. The lists become each team’s “scavenger hunt” list for the rest of the activity.

6. **Reveal a stack of magazines** that you have hidden in a box or under a tablecloth and inform students that they will be taking part in a scavenger hunt using the clothing-color lists. Students will “hunt” through the magazines for pictures of the clothing-color combinations on their lists.

7. Have 2 team members come forward to take several magazines, scissors, tape, and a large piece of construction paper and return to their teams.

8. When students find items from their lists, they will cut the picture from the magazine and tape it to their poster. Students must label each picture they cut out in French, making sure the clothing and color phrase is grammatically correct and spelled correctly. Have students sign their names by the pictures they add to the poster to ensure that each team member contributes.

9. Give students approximately 15 minutes to search for items. Teams receive one point for each item they find; the team with the most points wins.

10. Display the posters in your classroom.

***Options and Suggestions:***

\*\*\*\*Have each team create their own poster with the items on their list.

\*\*\*Ask the students to create a caption using the verb porter, choisir, or mettre to practice regular and irregular verb conjugations.

\*\*\* After students have completed their posters, have a gallery walk and ask students to vote on the most creative clothing collage.

\*\*\* Redistribute the posters to different groups or even different classes. Ask another group to complete a writing assignment describing the clothes identified on the poster. This writing assignment could be a fashion blog or report on a recent fashion show.

\*\*\*Use school supplies vocabulary instead of clothing for search items and use old school supply catalogs or advertisements instead of magazines.

**Notes:**

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**3. Over the Line**

**All levels of proficiency**

**Recommended play time: 15 to 20 minutes**

This is a great way for students to work on listening comprehension and get students out of their seats.

1. Prepare for the activity by taping a line down the middle of the classroom (or drawing one with a chalk). One side of the line is designated as ***vrai*** (true) and the other side as ***faux*** (false).

2. Give students a true/false statement in French/Spanish/German.

3. Students then move to the side of the room that they think corresponds to the correct response. Obviously some students will just watch other students to see where they move. Base the questions on a current unit of study. This works well with definitions (ex. The sister of my mother is my aunt) or cultural facts about a country.

*Options and Suggestions:*

• For a large class, you may want to have half the class play during “round one” and the other half play during a second round.

• Instead of merely asking the class questions, display or project a picture or visual for students to look at. Ask a true/false question based on the picture. Vary the questions by level of difficulty (example: the dog is under the table, behind the couch etc.).

• Instead of just one taped line down the center of a classroom, use two taped lines in the shape of a cross to divide the classroom into quadrants, designating each as A/B/C/D. Ask the students multiple choice questions; give students four possible answers and ask them to move to the correct quadrant for their chosen answer. A great trick with this is to sometimes make more than one answer possible (example: both answers A and C are correct).

* Another use of this quadrant activity would be to ask opinion questions; this way, there is no correct answer. For example, “What is your favorite season of the year?” (A = ***le printemps***; B = ***l’été;***  C = ***l’automne***; D = ***l’hiver***). Students move to the quadrant of their favorite. To extend the activity, tell students within each quadrant to turn to each other and explain why (in French) their choice is their favorite season.

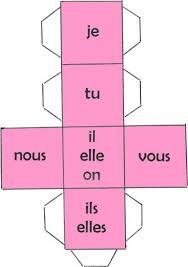
**4. Dice game for verb conjugation**

**All levels of proficiency**

**Recommended play time: 5 to 10 minutes**

1. Use 2 dice (preferably of 2 different colors).

2. On the board, number from 1 to 6 in two columns, A and B. Under the A column, put a different infinitive by each number. Under B, put different subjects.  
3. The first die determines the verb and the second determines the subject.  
4. One team rolls the dice. The person who rolled must give the correct verb form.  
5. If they say the form correctly they win the total they rolled on the dice. If they don't say the form correctly they lose that amount of points. Doubles get the student another turn, but 3 doubles in a row and they lose all points from their turn.



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**Dice game for Conjugation**

All levels of proficiency

Recommended time: 5-10 minutes

1. Students will be paired in groups of 2. One student will be a roller and the second student will be the writer.

2. Each student pair will receive one die and one game board.

3. The game board will be a grid of verbs. These can be current unit verbs or review verbs. To make the board more difficult, place irregular verbs within the grid.

4. When the teacher signals to begin, the roller will roll the die directly on to the game board.

5. The students will conjugate the verb where the die lands on the game board.

6. Verb will be conjugated based on the following rolls:

1—Je

2—Tu

3—Il

4—Nous

5—Vous

6—Ils

7. The writer will write the conjugation (subject pronoun and verb) on a separate piece of paper.

8. The teacher will time the conjugation, allowing only 5 minutes for conjugating. The teams will hand in their conjugations—the team with the most correct conjugations wins.

|  |  |  |
| --- | --- | --- |
| acheter | payer | demander |
| commander | donner | avoir |
| parler | aimer | adorer |
| manger | déjeuner | penser |
| entrer | écouter | habiter |
| étudier | couter | rentrer |
| quitter | essayer | inviter |
| laisser | être | chanter |
| arriver | préférer | trouver |
| travailler | détester | monter |

**5. Steal my value…**

**All levels of proficiency**

**Recommended play time: 5 to 10 minutes**

1. Teacher writes different award values on little folded papers and places them in a basket (example: one homework pass, 3 extra quiz points, one piece of candy, lunch with the teacher, verb conjugation book mark, French pencil, French button etc.)

2. Teacher then asks for a vocab word or grammatical concept (conjugation etc.). The first student who raises his/her hand gets whatever award is on the paper. When all ten awards have been given, students can STEAL awards from others.

Notes:

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**6. Musical Chairs-for vocabulary or grammar practice**

**All levels of proficiency**

**Recommended play time: 15-30 minutes**

• This is a great activity for practicing vocabulary identification and translation, verb conjugations, or other quickly identifiable grammar points.

***Preparation***:

Before the activity begins, the teacher will create one card per desk in the classroom. The card will have the activity that is expected of the students. This can be a picture for identification in TL, a word to be translated to TL or from TL to English, a subject pronoun and infinitive for conjugation, a sentence to be made negative, a noun missing its article or any other grammar point that can be done quickly. The teacher will also prepare an answer sheet with a space for each card.

1. While seated in his/her original seat, the student will flip over the card and do the activity which is written on the card. If the activity is to translate, the student will translate the word on the line on the answer sheet which corresponds with the number on the card. If the activity is to conjugate, the student will conjugate the verb on the line on the answer sheet which corresponds with the number on the card.

2. The student will flip the card over when he/she has finished.

3. The teacher will begin playing music, students will get up and move/dance around the room until the music ends.

4. When the music ends, the student will find a new seat and a new card. Turn over the card and do the activity which is identified on the card.

C:\Users\home\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2FRA6XJ4\MC900331471[1].wmf5. The goal is for the students to do all of the activities on all of the cards. You can collect this information and use as a formative assessment measure or review the answers as a whole group activity.

**7. The pool noodle game…**

**All levels of proficiency**

**Recommended play time: entire period**

1. Classroom needs to be prepared to accommodate student circles or gym can be reserved for this activity (hence plan on playing this game for the entire period)

2. Students stand in 3 or 4 circles with team mates. One student stands in the middle holding a pool noodle.

3. Each student holds up a large index card with a question on one side and answer on the other (or a vocab word in French/Spanish/German on one side, with English on the other)

4. The teacher (or team captain) yells a question. Whoever has the answer facing out on their card must call the next person before being hit by the pool noodle holder. If hit, that person goes in the middle and the game re-starts.

5. Teacher needs to specify strict rules (only gentle hitting is allowed on the legs of the opponent, no ”ping-ponging” (back and forth with the same person) etc.

*Options and Suggestions*

Each student around the circle has a note card with a verb in the infinitive form.

Teacher conjugates one verb to a given subject pronoun. The student with that infinitive must conjugate another verb (as shown from the cards) to the same subject pronoun before being tagged by the person in the center with the pool noodle.

If the student is tagged with the pool noodle before conjugating a new verb, he/she moves to the center.

Tip: I have purchased recyclable plastic pouches and shoe laces to hang the flashcards from student neck, which makes it easier. The index cards get less damaged in this fashion. You can also used Zip lock bags with punched holes and strings.

**8. What time is it?**

**For beginners to intermediate level students**

**Recommended play time: 10 to 15 minutes**

1. Post digital or traditional clocks showing various times around the room.  
2. Say times out loud and have the students point to the appropriate clock.  
3. Pick a student, then say a time and have the student go to that clock. Repeat until all the students are standing around the room.  
4. Ask the students what times are in various places.  
5. Point to a clock and have the students tell you the time.  
6. Alternatively, ask questions like what time is on the door/chalkboard/TV, etc.  
7. Break them into groups: girls go to 3:30, boys to 4:45.  
8. Blonds go to 2:15, brown hair to 5:20, and redheads to 10:45.  
9. This can obviously be used with other sets of vocabulary too (numbers etc.).

Notes:

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**9. Pass the washcloth /Pass the bag**

**Great for beginners and lower level students**

**Recommended play time: 5 to 10 minutes**

1. Put pictures or words of the vocabulary words in a bag (I use a French washcloth because of its cultural uniqueness, you could use a Mexican sombrero or German flag, satchel etc.)

2. Students pass the bag while counting to ten in the target language.

* The student who has the bag on *ten,* reaches in and pulls out a picture and says the word in French (Spanish, Italian, German, etc.)

Alternative way to play this game:

Vary it by changing the number on which students stop, or play cultural foreign music and stop it randomly. The student who has the bag when the music stops pulls out the word to guess. This game can also be played using student vocabulary flashcards.

Sometimes I also place a pouch of skittles in the bag, and if students guess the word correctly, they can get a piece of candy. You can also award points to be added to quizzes or give a homework pass to the winner of the game.



**10. Rock and Roll**

**All levels of proficiency**

**Recommended play time: the entire class**

This quick-paced activity gets your students thinking about common French words of varying lengths. Using the dice as an element of chance adds excitement and challenge.

1. Divide the class into three teams. Position teams at the back of the classroom so team members can race to the board relay-style. Tape a line on the floor behind which all students must stand.

2. Designate an area of the board for each team. In each team’s area, provide a chair with a die for rolling, tape a piece of 8 x 11 paper to the board, and give each team a marker. Students will write their responses on the paper rather than the board so teams cannot “steal” each other’s answers.

3. Signal for the relay race to begin. At this point, the first student from each team races to the board and rolls the die. According to the number rolled, the student must write a French word with that same number of letters on the team’s paper.

4. When finished, the student races to tag the next team member, who races to the board to repeat the process. Encourage students who are waiting their turn to think of French words they can use for the different possible die rolls. Words cannot be repeated so students should come up with several possibilities.

5. To win, a team needs 21 French words as follows:

• one one-letter word

• two two-lettered words

• three three-lettered words

• four four-lettered words

• five five-lettered words

• six six-lettered words

Award a prize to members of the winning team.

*Options and Suggestions:*

Instead of writing a word with the same number of letters as the number on die, assign a topic within your unit of study to the number. For example, in a school unit 1 could be people, 2-places, 3-classes, 4-colors, 5-school supplies, 6-classroom objects. The students still cannot repeat words and will need 21 responses.

**11. Mind your manners**

**Good for Beginners**

**Recommended play time: 10 to 15 minutes**

To reinforce showing manners in French, this activity focuses on three simple words and phrases: ***s’il vous plait (please)***, ***merci(thank you)*** and ***je vous en prie(you’re welcome)***. The three polite phrases in French are being used over and over to the point that they become natural and the students automatically use them!

1. Instruct students to choose one object of their own to use (this can be as simple as a pencil, a backpack or whatever students have with them at their desks). It is not necessary for the student to know the French word for the object chosen.

2. Students stand up and wander around the room having brief exchanges of politeness with others in class. When any two students come together, they will greet each other appropriately (***Bonjour ! / Ça va ? Hello! How are you?***) and then “notice” the item that the other student has.

3. One student will first ask the other student for an item by pointing at the item and using the phrase ***s’il vous plaît***./***please,*** The second student must then give the student the item. At this point, the first student will say ***merci/thank you*** to which the second student must respond with ***je vous en prie/you are welcome***.

4. The students will then circulate, looking for other students with whom to continue trading their constantly changing items. One important rule is that the same two students may only have one meeting during the entire activity, which forces all students to get involved with others in the class.

***Options and Suggestions:***

• The element that makes this activity really fun is to give two or three students some sort of valuable item to inject into the students’ trading! Before the trading begins, I usually pick two students whose items I replace with small candy bars or “free homework”passes. With this added touch, the activity becomes a lot like “Hot Potato.” At some point, the teacher must end the activity. Obviously all personal items will be returned to their owners, BUT… whoever is in possession of a special item (candy or coupon) when the teacher signals the end of the activity will get to keep it! Students love this activity, and there is a lot of scrambling when they sense that the end of the activity is near.

• If students are not comfortable with using an item of their own, I often use something like expo markers for the first of two rounds. Once they have the hang of it, I will pass around a tray of prizes, tell them to choose quickly because they will not end up with the prize that they choose. When the activity is over, the student can keep the prize that they end with.

• If there is more time, try a second round. Once students get the hang of this, it will get really wild!

**Notes:**

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**12. I’ve Got Your Back**

**Great for more advanced students**

**Recommended play time: 20 to 40 minutes**

This is a funny activity to get more advanced students speaking a FL. Although beginning students will be able to ask simple yes/no questions, they will probably not know enough vocabulary or verbs to fully appreciate the activity.

1. Prepare a set of index cards with the names of famous people written on one side. The people on the cards may be living or dead, real or fictional; they may be celebrities from television or movies, singers, political figures, cartoons, athletes, or even teachers and administrators. The people chosen should be famous enough to be known by students (you may have to revise your choices once you see how well students do or do not know them). You will need an index card for each student in the class.

2. Punch a hole in one end of each index card. Thread a piece of yarn through the holes long enough to make a “necklace.” Tie a knot at the ends of the yarn.

3. To begin the activity, line up all students so that they are facing a wall.

4. Hang index cards around each student’s neck so the cards hang down their backs. The students should not be able to see their own cards, but should be able to see everyone else’s.

5. As soon as everyone has a card, signal students to mix and mingle to discover their own identity .They do this by going up to other students and asking one yes/no question in French, trying to gather information about their own identities. Depending on how well a student does at asking narrowing questions, this may go quickly for some students and take longer for others.

6. As soon as students think they know their identity, they should verify this with you. If correct, collect the necklace. Students then continue to mingle so they can answer questions for other students who are still trying to guess their identities.

7. The activity ends when all students have guessed their own identities.

***Options and Suggestions:***

• When there are only a few students left or if a student is getting really frustrated, I let the other students give hints (in French, of course).

• To discourage cheating, to check for accuracy, and to give those who finish early something else to do, require students to explain what they learned that helped them guess the identity. When students correctly identify their secret identity and tell me three facts about their person, I give them a prize.

* **You can use this game asking students to define a term in the target language. My IB students love to play this game before a complex vocabulary test.**

TIP: you can also use sun glasses and stick the index card in the sunglasses. Younger students find it hilarious!

**Notes:**

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**13. Le relay de la conjugaison 1 (Verb Conjugation Relay Race #1)**

**All levels of proficiency**

**Recommended play time: 10 to 15 minutes**

1. The class is divided into teams.  
2. Each team has a container filled with infinitives (each team has the same verbs.)  
3. The first student from each team takes an infinitive (on a slip of paper) from the container, runs to the board and conjugates it as quickly as he/she can.  
4. The teacher gives a thumbs up or down. If it is correct, the student runs to the back of the room to deposit the word in another container. If it is wrong, the verb is put back in the "pot."  
5. The first student goes to the back of the line and the second student takes over, etc.  
6. The first team to complete all the infinitives wins.

**14. Verb Conjugation Relay Race #2 (Verb Conjugation Relay Race #2)**

**All levels of proficiency**

**Recommended play time: 10 to 15 minutes**

1. There are many variations of this game.

2. The class is divided into teams. The players take turns. Only the player whose turn it is may write a form. There is no talking among the team members during play.  
3. Have the remaining players wait in line a few feet back from the board.

4. Each team may only have one piece of chalk, pen, or marker.  
5. Teacher calls out a verb in English.  
6. The first player writes the infinitive in the TL, then passes the chalk, pen, etc to the next player. The next player writes the “je/yo/Ich/I” form. The third player writes the “tu/tú” form, etc.   
7. If there is a mistake, a player may correct it, but that takes his/her turn and he/she can only correct one error on that turn.  
8. The first team to have the correct series gets 5 points (if you have 5 teams), the next gets 4, etc.

**15. The Ladder (Verb Conjugation Relay Race #3)**

**All levels of proficiency**

**Recommended play time: 10 to 20 minutes**

1. Divide the class into 4-6 groups with 4-5 players per group. I typically use the rows that my students sit in.

2. Using masking tape, marker, or chalk, create a ladder for each group on the chalkboard/whiteboard. At one side of each rung, identity each of the subject pronouns for your verb conjugation. There are many variations of this game. It can be done on paper or on the board, or with individual or group slates/whiteboards.

3. The players take turns. Only the player whose turn it is may write a form. There is no talking among the team members during play.

4. Teacher calls out a verb in English.  
5. The chalk will act as a baton, only the student holding the chalk can write. Once he/she has made one addition to the conjugation or made one correction, he/she will pass the chalk to the next player.   
6. The first team to have the full/correct conjugation wins a point. At the end of the game, the team with the most points wins.



**16. Genoux-Bravo (Snap and Clap game)**

**All levels of proficiency**

**Recommended play time: 10 to 15 minutes**

1. Each student is assigned a vocabulary word.  
2. Students sit in a circle and may (or may not) have their words on cards in front of them, visible to the others.  
3. The class gets a rhythm going: slap slap, clap clap, snap snap (the slap is on their knees if sitting on the floor, or on the desk if in seats, the clap is clapping hands, and the snaps are the fingers, first right hand, second left hand)  
4. Once the beat is established, one student begins the task by saying his/her own word while snapping the right hand, then another word on the left snap.  
5. The student who has THAT word must catch the beat on the next snap. If he/she doesn’t say his word on the next snap, he/she is out.  
6. The beat can be slowed down or sped up to meet the class’ ability.

**Note:** I even play this game with advanced level students (IB) to practice complex vocabulary such as dates (1945) etc.



**17. The Buzz Box—for speaking practice**

**All levels of proficiency**

**Recommended play time: 10 to 20 minutes**

Materials Needed:

A small box which can be opened and closed during the activity.

A digital timer.

1. This can be played in a whole group activity or by breaking your class into smaller groups.

2. For this activity, you will need to have a box which can be opened and closed—Fill the box with a digital timer and many activities which reinforce your current vocabulary or grammar points (example: translate, conjugate, identify).

3. The teacher will display a question for the students to answer.

4. The students will pass the “buzz box” from one student to the next and answer the displayed question when holding the “buzz box.”   
5. If the timer sounds while the student is holding the “buzz box,” he/she will open the box, take out and complete one of the tasks in the box.

6. The student then resets the timer and passes the box to the next player.

**Notes:**

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**18. Quick Circle-vocabulary practice game**

**All levels of proficiency**

**Recommended play time: 15 to 20 minutes**

1. Students will play against one or two partners.

2. The teacher will create a game board by writing or typing current vocabulary words in varying directions or fonts.

3. Each group of players will get different colored markers and a game board.

4. The teacher will call out a word in English.   
5. The students will compete against his/her partner to find and quickly circle the correct word in the TL.  
6. The student with the most circles at the end of the game wins.

el tocador de DVD

la ganga

el móvil

el cajero

las joyas

el anillo

hermoso

la caja

la tienda

**el descuento**

el cambio

la venta

el dependiente

el tamaño

el collar

el dólar

el MP3

el precio

la talla

el brazalete/la pulsera

la cartera

el regalo

el reloj pulsera

los aretes/pendientes

el dinero

**19. Pass it to me quickly…**

**All levels of proficiency**

**Recommended play time: 5 to 10 minutes**

1. Students are in 4 teams in rows. The first person in the row has an easel and marker for the team.

2. Words are projected on the screen in English or written on the board (as many words as there are students per row)

3. The first student in each row writes its translation on the easel, then passes it to the teammate behind him.

4. When all the words are translated, the last teammate stands.

5. The first person standing with all the words on the easel properly spelled wins a point for the team. The team with the most points wins a homework pass.

6. If mistakes appear on the easel, teacher sends the last student back to correct it with the whole team until they get it right.

7. If a student wants to correct another student’s mistake, he/she loses her turn. Or you can just establish, in your original rules, that there is NO CORRECTING others’ work until everyone got their turn and had the teacher check!

Alternative way to play this game.

• 5 or 6 rows of students and there are 4 students in each row. Each row is a team (5 or 6 teams of 4 students). The first person in each row is #1, the second #2 etc.

• The teacher gives a vocab word or subject & verb in English and everyone writes the TL word or verb form on their whiteboard.

•The teacher rolls the die and call out the number in the target language (deux, dos etc.) Thus if teacher calls "2," the 2s from each team stand up and hold up their whiteboards and get a point if it's right. If one row has only 3 students, the students take turns being #4.

**20. Sticks and Stones- Speaking Practice activity**

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**All levels of proficiency**

**Recommended play time: 10-20 minutes**

Prior to playing, the teacher will create sticks and stones. Each stick will have a verb in the infinitive form. Each stone will have a subject pronoun written on it.

\*\*For this activity I use a popsicle stick for the stick and the clear floral stones which can be purchased at most craft stores. I wrote the subject pronoun on a piece of paper and then glued it to the stone so that the word could be seen through the stone.

1. Each student will get both a stick and a stone.

2. When the activity begins, the students will find a partner and create a sentence using the subject pronoun and verb indicated on the stick and stone.

3. Each partner will create a sentence.  
4. The partners will then exchange either the stick or the stone.

5. The students then moves on to a new partner and begins again.

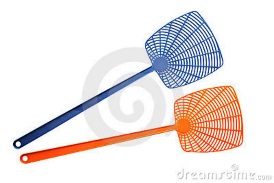
*Options and Suggestions:*

• This activity can be used to practice any verb tense with current or review vocabulary.

• You can increase the difficulty of this activity by identifying how long each sentence needs to be. You can also require additional elements such as direct or indirect object pronouns.

\*\*If you are concerned that the students are not speaking with enough different partners, this activity can be also done in an inside outside circle rotation.

Have the students break into two groups. One group will create a circle around the perimeter of the classroom with their backs to the wall. The second group will form an inside circle. Either the inside or outside circle will rotate.



**21. The Fly swatter game vocabulary practice activity**

**All levels of proficiency**

**Recommended play time: 5-15 minutes**

1. Write the vocabulary words all over the chalkboard in random order. ( either in English or in TL depending on level of acquisition)

2. Then have two students line up side-by-side a short distance away from the chalkboard. When ready, read out a word translation, or better yet, a definition. The students run to the board and swat the corresponding vocabulary word.

3. The student who arrives and swats first receives a point for their team. The game continues until all of the words have been called or until a certain number of points has been reached.

*Warning to teachers: This is a noisy game - the kids get very excited and rowdy and the neighboring class can hear the swatting so choose your day to play wisely - maybe when the other class is out of their room or also playing a rowdy game!*

**Alternative: you can pick pairs (two fly swatters where each students compete against one another while the others in class practice on easel). You then have a tournament of champions and a tournament of losers for small prizes.**

**Notes:**

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**22. Whisper Chains-for vocabulary practice**

**All levels of proficiency**

**Recommended play time: 5-15 minutes**

1. Divide the class into groups of 4-5 students. The students will line up from the front of the desks to the board.

2. The teacher will create a set of picture vocabulary cards for each team of players. The cards may be the same or different for each group of students.

3. The student at the end of the line will look at the picture and identify it in the TL.

4. The student will then whisper the word in the TL to the person in front of him/her.

5. The whisper will then continue from student to student until it reaches the person at the front of the line.

6. The person at the front of the line then writes the word correctly on the chalkboard and runs to the back of the line. This student then looks at the next card and the game continues.

7. Once the students have completed this task with all of their cards, the teacher will verify the answers.

8. The team with the most correct answers wins.



**23. Touch your nose and tap**

**All levels of proficiency**

**Recommended play time: 5-15 minutes**

1. Students are in pairs, seated, facing one another, with at least one desk-table in between them.

2. They place their flashcards with vocabulary words in front of them, FL side facing up (maximum of 20 cards)

3. Students are instructed to place their right index finger on their nose in the TL

4. Teacher calls a word in English.

5. When one person of the pair finds the word, they grab it, check its translation on the back and it is worth one point.

6. By the end of the game, the one person who has the most cards wins. And receives a prize of your choosing.

Notes:

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**24. Bluff**

**For beginners to advanced level students**

**Recommended play time: the entire period**

This group activity can be done at any time of student learning to get the student to stretch. This is an effective activity to get students to work together and strategize, even if it means bluffing and pretending to know something they do not know.

1. Divide the class into teams of 5 to 8 students and instruct students to sit with their team in a group/circle.

2. Ask students of team 1 a vocabulary or grammar question: example conjugate this verb, at this form, at this tense. Instruct students to stand up if they either know the answer or want to pretend that they do.

3. Once the team members are standing, ask a student from another team to call one student to state (spell) the answer. They will try to select a student whom they think will be incapable of answering. If the student chosen answers properly, the team gets as many points as the number of students standing. If it is wrong, they lose as many points as the number of people standing. Then repeat this process with team 2, 3 and 4. Tell students that they should not always call the same student ( who might be weaker than others) because that would make him/her feel bad!



**Notes:**

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**25. Hallway Circle Games**

**All levels of proficiency—based upon topic and activity**

**Recommended time to play:** 15-30 minutes

There are so many ways to get your kids up and playing with a larger space. I typically take my students to an area in the hallway where they can make one or more large circles. There are some great variations to the old fashioned circle camp game that can be added to any LOTE classroom.

**Subject Pronoun Game:**

1. Students stand in a large circle. One student will be in the center of the circle.

2. The teacher will give each of the students in the circle a card with a subject pronoun.

3. Students will put the card on the floor by their feet.

4. The student in the center of the circle will call out a subject pronoun in English.

5. The students who are standing on the same subject pronoun in the target language will move. The person in the center will try to steal one of the spots in the circle.

6. The person who does not have a spot in the circle becomes the next caller.

\*\*\*In between calls, the students should take one step to the right, thus changing the subject pronoun.

\*\*\*You can play this with singular subject pronouns, then plural subject pronouns, then challenge the students by using both singulars and plurals.

**Color game:**

1. The students will stand in a large circle, with one student in the center.

2. The student in the center calls out a color in the target language.

3. The students who are wearing that color will move to a new spot.

4. The student in the center (the caller) will try to steal one of the spots in the circle.

5. The student who does not have a spot in the circle becomes the new caller.

**Questions and Answers:**

1. The students will stand in a large circle on a card which designates their spot. One student will be in the center of the circle.

2. Before the game begins, all of the students will all close their eyes. The teacher will then select one student by tapping him/her on the shoulder.

3. The selected student will not answer the question that is asked by the student in the center. Instead, he/she will respond with a silly phrase. \*\*\*In the past, I have used phrases like Hatchi Patchi, Mumbo Jumbo, LaDee DaDee.\*\*\*

4. To begin the game, the teacher will give the students a question that all of the students can answer. This will be in the target language and reinforce what is being studied.

5. The student in the center will ask the question to the students in the circle.

6. All of the students will respond, with the exception of the chosen student (see #3). The chosen student will say your phrase.

7. When the students hear this phrase, all of the students will leave their space and find a new place. \*\*\*They must move at least 2 spaces from where they began\*\*\*

8. The student without a space becomes the new caller and the game continues with the same or a different question.

Notes:

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